



Traumatized Child:

The Effects of Stress, Trauma, & Violence on Student Learning

Instructor Name: Dr. Pamela Bernards, Ed.D.
Facilitator: Joan S. Halverstadt, MS/ED
Phone: 509-891-7219
Office Hours: 8 a.m. to 5 p.m. PST Monday - Friday
Email: joanh@virtualeduc.com
Address: Virtual Education Software
23403 E Mission Avenue, Suite 220F
Liberty Lake, WA 99019
Technical Support: support@virtualeduc.com

Introduction

Welcome to *Traumatized Child: The Effects of Stress, Trauma, & Violence on Student Learning*, an interactive, computer-based instruction course designed to help you identify and effectively teach students affected by stress, trauma, and/or violence. This course teaches you to recognize the signs of stress, trauma, or violence in students. It also discusses the specific factors that tend to be present in families and communities where stress and violence are common, as well as the long-term effects on children. A major emphasis of this course is on helping the participant understand the special learning needs of the student who is experiencing stress, trauma, or violence in his/her life and how to meet his/her needs in the regular classroom. Working with parents and community agencies is also emphasized.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

Title: *Traumatized Child: The Effects of Stress, Trauma, & Violence on Student Learning*
Publisher: Virtual Education Software, inc. 2004, Revised 2010, Revised 2013, Revised 2016, Revised 2019, Revised 2022
Instructor: Dr. Pamela Bernards, Ed.D.
Facilitator: Joan S. Halverstadt, MS/ED., School Counselor

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed to be an informational course with application to educational settings. The intervention strategies are designed to be used for the remediation of students experiencing stress, trauma, or exposure to violence, ranging in age from approximately three to eighteen years. Some alterations may be needed if working with specific populations such as gifted, ESL or special education.

Expected Learning Outcomes

At the conclusion of this course students will:

- 1) Understand the educator's role in supporting and accommodating students who have special learning needs arising from exposure to stress, trauma, or violence in their lives
- 2) Understand the educator's role in protecting and supporting vulnerable students
- 3) Recognize the symptoms of stress, trauma, and violence
- 4) Understand how stress, trauma, or violence affects brain development and learning
- 5) Understand how stress, trauma, or violence affects social-emotional development
- 6) Understand the causes of stress, trauma, and violence in families and society
- 7) Understand the special learning needs these students bring to the classroom
- 8) Gain techniques for supporting students and families affected by stress, trauma, or violence
- 9) Learn intervention techniques applicable to the classroom setting
- 10) Gain a wider knowledge of available outside resources and support systems
- 11) Understand the educator's role in the intervention and prevention of violence
- 12) Be able to research, list, and discuss state and/or district reporting mandates and the requirements and limitations on determining suspected child abuse
- 13) Know how to explore violence prevention resources and curricula

Course Description

This course is designed to help classroom teachers, school counselors and other educational personnel gain strategies to reach and teach students who have been affected by stress, trauma and/or violence. Participants will learn the signs and symptoms of stress and trauma. Participants will explore how stress, violence, and trauma affect a student's learning, cognitive brain development, and social-emotional development. The short- and long-term consequences of being exposed to stress, trauma, or violence, as well as the social and family causes, will be reviewed. Participants will learn the dynamics of domestic violence and community violence. The educator's role in the intervention and prevention of violence will be discussed.

The course is divided into four chapters. Each chapter discusses a particular topic of stress, trauma, or violence. There will be numerous "checkpoint" questions inserted throughout the reading, which are designed to help students review the content and apply it to their own educational setting. The chapters are sequential and should be completed in the order in which they are presented. At the completion of each chapter, there will be an examination covering the material. Students must complete the examination before proceeding to the next chapter. This sequential approach to learning will help all participants gain a better understanding of what they have learned as they proceed through the course. This course is appropriate for educators seeking training in working with toddlers through adolescents, as well as those who work directly with families.

Although this course is not a comprehensive presentation of the educational issues surrounding stress, trauma, and violence, it certainly includes a wealth of research covering many topics which are not covered in the scope of this course. The instructor highly recommends that you augment your readings from this course with further research to gain a fuller understanding of the complexities of this subject. However, the material presented in this course will give you a broader understanding of the topics of stress, violence, and trauma. It will also give you information to apply directly to your work with students in the classroom and community.

Student Expectations

As a student you will be expected to:

- Complete all four information sections showing a competent understanding of the material presented in each section.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% **(maximum of three attempts). *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to**

your course addendum to determine what your minimum exam score requirements are.

- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Chapter Topics

Chapter 1 – The Effects of Stress on Student Learning

This chapter will discuss the effects of stress on student learning. The causes of stress and how children react to stress will be presented. The long-term effects of adverse childhood experiences will be reviewed. School stress and coping skills for dealing with stress will also be discussed.

Chapter 2 – The Effects of Trauma on Student Learning

This chapter will discuss the effects of trauma on student learning. The way in which childhood trauma affects the brain development of young children will be a special focus. Post Traumatic Stress Syndrome in children will be discussed, as will strategies educators can use in the classroom to accommodate students who have special learning needs due to exposure to trauma.

Chapter 3 – The Effects of Family Violence on Student Learning

The focus of this chapter will be the dynamics of family violence, especially domestic violence, in terms of its causes and repercussions. The ways in which children react to family violence and how exposure to family violence influences a child's overall development are discussed.

Chapter 4 – The School's Response to Violence in the Community

This chapter discusses bullying and the physical and emotional violence that can occur in the school setting, as well as in the school, community, and media. In addition, a discussion of strategies for how educators can include violence prevention curricula in their program and plans for dealing with school violence is included. Strategies for practicing Trauma-Informed Teaching are included in this chapter.

Examinations

At the end of each course chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may impact your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines, which were sent as an attachment with your original course link. You should also refer to the Course Syllabus Addendum, which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.***

Your writing assignments must meet the minimum word count and are not to include the question or your final citations as part of your word count. In other words, the question and citations are not to be used as a means to meet the minimum word count.

Critical Thinking Questions

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE once you are done with your edits.

You must click SAVE before you write another essay or move on to another part of the course.

Journal Article Summations

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D. or similar, on the topic outlined within each JAS section in the “Required Essays” portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words with a 400 word maximum per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE**. Prior to course submission you may go back at any point to edit your summaries but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

You must click SAVE before you write another summary or move on to another part of the course.

Facilitator Description

Joan Halverstadt is a retired Special Services Director, School Psychologist, and School Counselor. She has 15 years' experience as a school counselor, working with at-risk preschool and elementary-aged students. Ms. Halverstadt has over 50 years of experience working in early childhood education with children and families, including working with children affected by family issues, abuse, or trauma. She also teaches graduate-level education counseling, early childhood, and special education courses for teachers and counselors. She received her National Certification and School Psychology Educational Specialist degree from Seattle University, her School Counseling Educational Staff Associate Degree from City University, her Master's in Education from George Mason University, and her BA in Psychology and Elementary Education from Whitman College. In retirement, Joan volunteers as a Dependency Guardian Ad Litem for Thurston County Child Protection Services. Please contact Professor Halverstadt if you have course content or examination questions.

Instructor Description

Pamela Bernards has 30 years of combined experience in diverse PK–8 and high school settings as a teacher and an administrator. In addition to these responsibilities, she was the founding director of a K–8 after school care program and founder of a pre-school program for infants to 4-year-olds to address all early childhood issues. When she was a principal, her school was named a U.S. Department of Education Blue Ribbon School of Excellence. More recently, the school in which she serves as curriculum coordinator was named a 2010 Blue Ribbon School. Areas of interest include curriculum, research-based teaching practices, staff development, assessment, data-driven instruction, and instructional intervention with exceptional populations. She received a doctorate in Leadership and Professional Practice from Trevecca Nazarene University.

Please contact Professor Halverstadt if you have course content or examination questions.

Contacting the Facilitator

You may contact the facilitator by emailing Professor Halverstadt at joanh@virtualeduc.com or calling her at 509-891-7219, Monday through Friday, 8:00 a.m. – 5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists, please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

Bibliography

Akan, Y. (2021). Investigation of the effect of the "Violence Reduction Psychoeducation Program" on anger, violence and aggression levels of students. *International Journal of Progressive Education*, 17(1).

[https://scholar.google.com/scholar?q=Akan,+Y.+\(2021\).+Investigation+of+the+effect+of+the+e+%E2%80%9CViolence+Reduction+Psychoeducation+Program%E2%80%9D&hl=en&as_sdt=0&as_vis=1&oi=scholar](https://scholar.google.com/scholar?q=Akan,+Y.+(2021).+Investigation+of+the+effect+of+the+e+%E2%80%9CViolence+Reduction+Psychoeducation+Program%E2%80%9D&hl=en&as_sdt=0&as_vis=1&oi=scholar)

America's Health Rankings. (n.d.). Teen suicide.

https://www.americashealthrankings.org/explore/health-of-women-and-children/measure/teen_suicide/state/ALL

American Academy of Children and Adolescent Psychiatry. (2014, December). Facts for families. *Children and TV Violence* #13.

http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-TV-Violence-013.aspx

American Academy of Children and Adolescent Psychiatry. (2015, December). Facts for families. *Violent behavior in children and adolescents* #55.

http://www.aacap.org/aacap/families_and_youth/facts_for_families/fff-guide/Understanding-Violent-Behavior-In-Children-and-Adolescents-055.aspx

American Academy of Child & Adolescent Psychiatry. (2020). *Screen time and children*.

https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-Watching-TV-054.aspx

American Psychological Association. (2017). *The psychology of hate crimes*.

<https://www.apa.org/topics/gun-violence-crime/hate-crimes>

American Psychological Association. (2022a). *Identifying signs of stress in your children and teens*.

<https://www.apa.org/topics/stress/children>

American Psychological Association. (2020). *Resilience guide for parents and teachers*.

www.apa.org/helpcenter/resilience.aspx

American Psychological Association. (2000). *Violent video games can increase aggression*.

<https://www.apa.org/news/press/releases/2000/04/video-games>

- American Psychological Association. (2022b, March 17). *Teachers, other school personnel, experience violence, threats, harassment during pandemic*. <https://www.apa.org/news/press/releases/2022/03/school-staff-violence-pandemic>
- American Public Health Association. (2018, February). *Chronic stress and the risk of high school dropout*. https://www.apha.org/-/media/files/pdf/sbhc/chronic_stress.ashx
- Anderson, C. A., Bushman, B. J., Bartholow, B. D., Cantor, J., Christakis, D., Coyne, S. M., et al. (2017). Screen violence and youth behavior. *Pediatrics*, 140(Suppl 2), S142–S147. <https://doi.org/10.1542/peds.2016-1758T>
- Banks, R. (n.d.). *Bullying in schools*. International Child and Youth Care Network. <https://cyc-net.org/profession/readarounds/ra-banks.html>
- Bartlett, D. J., Smith, S., & Bringwatt, E. (2017). *Helping young children who have experienced trauma: Policies and strategies for early care and education*. Child Trends. <https://www.childtrends.org/publications/ecetrauma>
- Barnhart, A. (2006, March 3). *Kids' TV more violent than adult shows*. Boston Children's Hospital Digital Wellness Lab. <https://digitalwellnesslab.org/press/kids-tv-more-violent-than-adult-shows/>
- Benitez, C. T., McNiel, D. T., & Binder, R. L. (2010). Do protection orders protect? *Journal of the American Academy of Psychiatry and the Law*, 38(3), 376–385. <https://jaapl.org/content/38/3/376>
- Bethell, C. D., Newacheck, P., Hawes, E., & Halfon, N. (2014). Adverse childhood experiences: Assessing the impact on health and school environment and the mitigating role of resilience. *Health Affairs*, 33(12), 2106–2115. <https://doi.org/10.1377/hlthaff.2014.0914>
- Bethell, C.D., Carle, A., Hudziak, J., Gombojav, N., Powers, K. Wade, R., & Braveman, P. (2017). Methods to assess adverse childhood experiences of children and families: Toward approaches to promote child well-being in policy and practice. *Academic Pediatrics*, 17(7), S51–S69.
- Blaustein, M., & Kinniburgh, K. (2019). *Treating traumatic stress in children and adolescents*. Guilford.
- Bokhove, C., Muijs, D., & Downey, C. (2022). The influence of school climate and achievement on bullying: Comparative evidence from international large-scale assessment data. *Educational Research*, 64, 18–40. <https://doi.org/10.1080/00131881.2021.1992294>
- Boxer, P., & Sloan-Power, E. (2013). Coping with violence: A comprehensive framework and implications for understanding resilience. *Trauma, Violence, & Abuse*, 14(3). <https://doi.org/10.1177/1524838013487806>
- Boyle, Patrick. Case Western Reserve/Trauma Informed Care. (n.d.). *Transforming culture, policy & practice of organizations*. <https://case.edu/socialwork/centerforebp/resources/transforming-culture-policy-and-practice>

- Brady Center to Prevent Gun Violence. (2019). Statistics. <https://www.bradyunited.org/key-statistics>
- Brohl, K. (2016). *Working with traumatized children: A handbook for healing* (3rd ed.). CWLA Press.
- Brown, C. L., Yilanli, M., & Rabbitt, A. L. (2022). Child physical abuse and neglect. In *StatPearls*. <https://pubmed.ncbi.nlm.nih.gov/29262061/>
- Bullying Statistics. (n.d.). *Cyber bullying statistics*. <http://www.bullyingstatistics.org/content/cyber-bullying-statistics.html>
- Burke Harris, N. (2018). *The deepest well: Healing the long-term effects of childhood adversity*. Houghton Mifflin Harcourt.
- Buss, C., Entringer, S., Moog, N. K., Toepfer, P., Fair, D. A., Simhan, H. N., & Wadhwa, P. D. (2017). Intergenerational transmission of maternal childhood maltreatment exposure: Implications for fetal brain development. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(5), 573–604. <https://doi.org/10.1016/j.jaac.2017.03.001>
- Buz, E., & Guzman, M. (2007). *Bullying and victimization: What adults can do to help (leader guide)*. University of Nebraska Cooperative Extension Service. <http://extensionpublications.unl.edu/assets/pdf/hef582.pdf>
- CalSCHLS. (n.d.). School safety. <https://www.calschls.org/reports-data/query-calschls/?ind=68>
- Cantor, J. (1998). Ratings for program content: The role of research findings. *Annals of the American Academy of Political and Social Science*, 557, 54–69. <https://web.asc.upenn.edu/gerbner/Asset.aspx?assetID=2316>
- Case Western Reserve/Trauma Informed Care. (n.d.). *Transforming culture, policy & practice of organizations*. www.centerforebp.case.edu/resources/tools/tic
- Center for Abused Persons. (n.d.). *Statistics on intimate partner violence and sexual assault*. <https://www.centerforabusedpersonscharlescounty.org/learn-more>
- CDC [Centers for Disease Control and Prevention]. (2011). *National intimate partner and sexual assault survey: 2010 summary report*. https://www.cdc.gov/violenceprevention/pdf/nisvs_report2010-a.pdf
- CDC. (2016). *Understanding school violence*. http://www.cdc.gov/violenceprevention/pdf/School_Violence_Fact_Sheet-a.pdf
- CDC. (2017). *Results from the School Health Policies and Practices Study: 2016*. Retrieved from https://www.cdc.gov/healthyyouth/data/shpps/pdf/shpps-results_2016.pdf
- CDC. (2018). *Preventing adverse childhood experiences training*. <https://www.cdc.gov/violenceprevention/aces/fastfact.html>
- CDC. (2019). *Youth Behavioral Risk Survey*. <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBSDataSummaryTrendsReport2019-508.pdf>

- CDC. (2020a, March 2). *Violence prevention: Risk and protective factors*.
<https://www.cdc.gov/violenceprevention/youthviolence/riskprotectivefactors.html>
- CDC. (2020b, August 21). Youth risk behavior surveillance—United States, 2019. *Morbidity and Mortality Weekly Report*, 69(1), 1–85.
www.cdc.gov/healthyyouth/data/yrbs/pdf/2019/su6901-H.pdf
- CDC. (2021). *Suicide mortality in the United States, 1999–2019*. National Center for Health Statistics. https://www.cdc.gov/nchs/products/databriefs/db398.htm#section_4
- CDC (2022a). *Fast facts: Preventing child abuse & neglect*.
<https://www.cdc.gov/violenceprevention/childabuseandneglect/fastfact.html>
- CDC. (2022b). Suicide prevention: Fast facts. <https://www.cdc.gov/suicide/facts/index.html>
- CDC. Children's Mental Health: Data & Statistics.
<https://www.cdc.gov/childrensmentalhealth/data.html>
- Chang, J. H., & Bushman, B. J. (2019). Effect of exposure to gun violence in video games on children's dangerous behavior with real guns: A randomized clinical trial. *JAMA Network Open*, 2(5), e194319.
<https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2734799>
- Chapman, L. (2014). *Neurobiologically informed trauma therapy with children and adolescents: Understanding mechanisms of change*. W. W. Norton.
- Cherry, K. (2022). *The five levels of Maslow's hierarchy of needs*. Very Well Mind.
<https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760>
- Child Trends. (2018). *The prevalence of adverse childhood experiences, nationally, by state, or by race or ethnicity*. <https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>
- Child Welfare Information Gateway, Children's Bureau, IFC International. (n.d.). *Strengthening families and communities–2011*. National Resource Center for Community Based Child Abuse Prevention. <https://www.childwelfare.gov/pubPDFs/2011guide.pdf>
- Child Welfare Information Gateway. (2015). *Understanding the effects of maltreatment on brain development*. <https://www.childwelfare.gov/pubs/issue-briefs/brain-development/>
- Childhood Domestic Violence Association. (2011, June 6). *10 alarming domestic violence statistics*. <https://cdv.org/2011/06/10-alarming-domestic-violence-statistics/>
- Children's Defense Fund. (2020). *Moments in America for children*.
<https://www.childrensdefense.org/policy/resources/soac-2020-moments/>
- Children's Defense Fund. (2021). *State of America's children*.
<https://www.childrensdefense.org/state-of-americas-children/>
- City of Manchester, NH. (n.d.). *Domestic and sexual violence*.
<https://www.manchesternh.gov/Departments/Police/Domestic-and-Sexual-Violence>

- Cohen, J., Mannarino, A., & Deblinger, D. (2017). *Treating trauma and traumatic grief in children and adolescents* (2nd ed.). Guilford.
- Cook, S. (2022, November 14). *Cyberbullying facts and statistics for 2018–2022*. Comparitech. https://www.comparitech.com/internet-providers/cyberbullying-statistics/#8_Cyberbullying_may_be_contributing_to_the_increase_in_youth_suicides
- Council for a Strong America. (2019). *From risk to opportunity: Afterschool programs keep kids safe*. <https://www.strongnation.org/articles/930-from-risk-to-opportunity-afterschool-programs-keep-kids-safe>
- Crisis Prevention Institute. (2022) *Trauma informed care for educators*. <https://www.crisisprevention.com/Blog/Trauma-Informed-Care>
- Crisis Prevention Institute, Inc. (2022.). *Trauma-informed care resources guide*. https://www.crisisprevention.com/CPI/media/Media/download/PDF_TICRG.pdf
- Crisis and Trauma Resources Institute Inc. (2022). *Crisis management team checklist*. https://www.smartsheet.com/sites/default/files/2020-05/IC-Crisis-Management-Team-Checklist_First-Response-by-Role-10811_PDF.pdf
- Crisis and Trauma Resources Institute Inc. (2022). Crisis response checklist. <https://ctrinstitute.com/resources/crisis-response-checklist/>
- Cummings, K., Addante, S., Swindell, J., & Meadan, H. (2017). Creative supportive environments for children who have had exposure to traumatic events. *Child Family Studies*, 26, 2728–2741. <https://doi.org/10.1007/s10826-017-0774-9>
- Cunningham, A., & Baker, L. (2007). *Little eyes, little ears: How violence against a mother shapes children as they grow*. Centre for Children and Families in the Justice System. https://www2.illinois.gov/dcf/safekids/protecting/Documents/little_eyes_little_ears.pdf
- Das Dasgupta, S. (2002). A framework for understanding women's use of nonlethal violence in intimate heterosexual relationships. *Violence Against Women*, 8(11). <https://journals.sagepub.com/doi/10.1177/107780102237408>
- Derin, S., Selman, S., Alyanak, B., & Soylu, N. (2022). The role of adverse childhood experiences and attachment styles in social anxiety disorder in adolescents. *Clinical Child Psychology & Psychiatry*, 27(3), 644–657. <https://doi.org/10.1177/13591045221078085>
- Dimetman, N. (2022, January 7). *Missing children statistics and resources*. <https://www.justgreatlawyers.com/legal-guides/missing-children-statistics>
- DOJ [U.S. Department of Justice]. (2000, July). *Extent, nature, and consequences of intimate partner violence*. Office of Justice Programs, National Institute of Justice. <https://www.ojp.gov/pdffiles1/nij/181867.pdf>
- DOJ. (2011). *Juvenile Justice Bulletin: National survey of children's exposure to violence, October*. Office of Justice Programs. <https://www.ojp.gov/pdffiles1/ojjdp/232272.pdf>

- DomesticShelters.org. (2016). *Runaway youth*. <https://www.domesticshelters.org/articles/children-and-domestic-violence/runaway-youth>
- Domestic Violence Services, Inc. (n.d.). *Children & domestic violence statistics*. <https://www.dvs-or.org/children-domestic-violence-statistics/>
- DoSomething.org. (n.d.). *11 facts about domestic and dating violence*. <https://www.dosomething.org/us/facts/11-facts-about-domestic-and-dating-violence#fn7>
- Ducharme, J. (2019, May 17). The gap between male and female suicide rates is narrowing in the U.S. *Journal of Human Behavior in the Social Environment*, 28(3), 381–392.
- Dye, H. (2018). The impact and long-term effects of childhood trauma. *Time*. <https://time.com/5590344/youth-suicide-rates/>
- Einiö, E., Metsä-Simola, N., Aaltonen, M., Hiltunen, E., & Martikainen, P. (2022). Partner violence surrounding divorce: A record-linkage study of wives and their husbands. *Journal of Marriage and Family*, September. <https://doi.org/10.1111/jomf.12881>
- Erikson, E. (1985). *Childhood and society*. Norton.
- Everytown. (2021). *The impact of gun violence on children and teens*. <https://everytownresearch.org/report/the-impact-of-gun-violence-on-children-and-teens/#key-findings>
- Flannery, M. E. (2016). *How trauma is changing children's brains: Understanding how severe stress affects students is the important first step in creating trauma-sensitive classrooms*. National Education Association. <https://www.nea.org/advocating-for-change/new-from-nea/how-trauma-changing-childrens-brains>
- Focus Adolescent Series. (2017). *Teaching children not to be—or be victims of—bullies*. <http://www.med.umich.edu/yourchild/topics/assertive.htm>
- Gardner, M., Roth, J. L., & Brooks-Gunn, J. (2009, October). Can after-school programs help level the academic playing field for disadvantaged youth? <https://files.eric.ed.gov/fulltext/ED523997.pdf>
- Goldman, L. (2014). *Raising our children to be resilient: A guide to helping children cope with trauma in today's world* (1st ed.). Taylor & Francis.
- Greenwald, R. (2015, September). *Child trauma handbook* (2nd ed.). Taylor & Francis.
- Grolier Multimedia Encyclopedia. (n.d.). *Explore more with facts for now*. Scholastic. https://factsfornow.scholastic.com/article?product_id=gme&type=0ta&uid=10806729&id=0285953-0
- Grotberg, E. (1999). Countering depression with the five building blocks of resilience. *Reaching Today's Youth: The Community Circle of Caring Journal*, 4, 66–72.

- Guttman, A. (2023, January 6). *Children and media in the U.S.—Statistics and facts*. Statista. https://www.statista.com/topics/3980/children-and-media-in-the-us/#topicHeader__wrapper
- Hatzipanagos, R. (2018, November 30). How online hate turns into real-life violence. *Washington Post*. <https://www.washingtonpost.com/nation/2018/11/30/how-online-hate-speech-is-fueling-real-life-violence/>
- Hawkins, R. (2016, February 10). *How to recognize the warning signs of suicide*. Rollingout. <https://rollingout.com/2016/02/10/how-to-recognize-the-warning-signs-of-suicide/>
- HealthyChildren.org. (2022, November 17). *Teen suicide risk: What parents should know*. <https://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/Which-Kids-are-at-Highest-Risk-for-Suicide.aspx>
- HHS [U.S. Department of Health and Human Services], Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2022). *Child maltreatment 2020*. <https://www.acf.hhs.gov/cb/data-research/child-maltreatment>
- Huecker, M. R., King, K. C., Jordan, G. A., & Smock, W. (2022). Domestic violence. National Institutes of Health, National Library of Medicine. <https://www.ncbi.nlm.nih.gov/books/NBK499891/>
- Hull, R. (2017). *Trauma informed education: Improving educational and emotional outcomes for your most challenging students*. PESI Publications.
- Illinois Department of DCFS. (n.d.). *Protecting children from domestic violence*. https://www2.illinois.gov/dcfs/safekids/protecting/Pages/dom_violence.aspx
- Irwin, V., Wang, K., Cui, J., Zhang, J., & Thompson, A. (2021). *Report on indicators of school crime and safety: 2020* (NCES 2021-092/NCJ 300772). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2021092>
- John Jay College of Criminal Justice Research and Evaluation Center. (2016). *Total youth arrests for violent crime still falling nationwide*. <https://johnjayrec.nyc/2016/09/27/databit201601>
- K-12Dive. (2022, April 4). *The role of parents and educators in suicide prevention*. <https://www.k12dive.com/spons/the-role-of-parents-and-educators-in-suicide-prevention/620819/>
- Kids Count Data Center. (2022). *Children in poverty in the United States*. The Annie E. Casey Foundation. <https://datacenter.kidscount.org/data/tables/43-children-in-poverty#detailed/1/any/false/2048,1729,37,871,870,573,869,36,868,867/any/321,322>
- Kirsh, S. J. (2006). Cartoon violence and aggression in youth. *Aggression and Violent Behavior*, 11(6), 547–557. <https://doi.org/10.1016/j.avb.2005.10.002>

- Kostelnik, M. (2016). *Helping children resolve conflict: Aggressive behavior of children*. NebGuide–University of Nebraska.
<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1072&context=cyfsfacpub>
- Kumar, K. (2021). *Does exposure to media violence cause aggressive behavior?* MedicineNet.
https://www.medicinenet.com/exposure_media_violence_cause_aggressive_behavior/article.htm
- Le Menestrel, S., & Rivara, F. (Eds.). (2016). *Preventing bullying through science, policy, and practice*. National Academies Press.
- Legner, L. (2022). *Kids' screen time: How much is too much?* OSF Healthcare.
<https://www.osfhealthcare.org/blog/kids-screen-time-how-much-is-too-much/>
- Levine, P., & Klein, M. (2019). *Trauma through a child's eyes: Awakening the ordinary miracle of healing infancy through adolescence*. North Atlantic Books.
- Levy, N., Sadir, M., & Singagliese, J. (2020). *Trauma informed teaching strategies That are good for all*. NL Books.
- Li, P. (2022, December 17). *How aggressive parenting raises bullies or bullying victims*.
<https://www.parentingforbrain.com/aggressive-parenting/>
- Lopez-Tamayo, R., Suarez, L., Simpson, D., & Volpe, K. (2022). The impact of adverse childhood experiences and community violence exposure on a sample of anxious treatment seeking children. *Journal of Child & Adolescent Trauma*, 15, 1081–1093.
<https://doi.org/10.1007/s40653-022-00447-4>
- Lussier, P., & Blokland A. (2014). The adolescence-adulthood transition and Robins's continuity paradox: Criminal career patterns of juvenile and adult sex offenders in a prospective longitudinal birth cohort study. *Journal of Criminal Justice*, 42, 153–163.
<https://doi.org/10.1016/j.jcrimjus.2013.07.004>
- Martens, T. (2022). *How drugs & alcohol can fuel violent behaviors*. American Addiction Centers. <https://americanaddictioncenters.org/rehab-guide/addiction-and-violence>
- Martin, S. L., Matza, L. S., & Kupper, L. L. (1999). Domestic violence and sexually transmitted diseases: The experiences of prenatal care patients. *Public Health Reports*, 114(3), 262–268. <https://stacks.cdc.gov/view/cdc/64778>
- Mattson, S. A., Sigel, E., & Mercado, M. C. (2020). Risk and protective factors associated with youth firearm access, possession or carrying. *American Journal of Criminal Justice*, 45(5), 844–864. <https://doi.org/10.1007/s12103-020-09521-9>
- National Center on Education Statistics. (n.d.) *Fast facts: School crime*. U.S. Department of Education, Institute of Education Sciences. <https://nces.ed.gov/fastfacts/display.asp?id=49>
- National Center on Education Statistics. (2018, March). *Indicators of school crime and safety: 2017 report*. <https://nces.ed.gov/pubs2018/2018036.pdf>

National Center on Education Statistics. (2019, July). *Web tables: Student reports of bullying: Results from the 2017 school crime supplement to the National Crime Victimization Survey*. U.S. Department of Education. <https://nces.ed.gov/pubs2019/2019054.pdf>

National Center on Education Statistics. (2021). *Threats and injuries with weapons on school property*. <https://nces.ed.gov/programs/coe/indicator/a04/threats-injuries-with-weapon>

National Center on Education Statistics. (2022a). *Criminal incidents recorded by public schools and those reported to sworn law enforcement. condition of education*. U.S. Department of Education, Institute of Education Sciences. <https://nces.ed.gov/programs/coe/indicator/a06>

National Center on Education Statistics. (2022b). *Students carrying weapons and students' access to firearms*. U.S. Department of Education, Institute of Education Sciences. <https://nces.ed.gov/programs/coe/indicator/a13/student-weapons-firearms>

National Center for Injury Prevention and Control, Division of Violence Prevention. (2017). *Preventing bullying*. <https://www.cdc.gov/violenceprevention/pdf/bullying-factsheet508.pdf>

National Center for Injury Prevention and Control, Division of Violence Prevention. (2021). *Preventing youth violence*. www.cdc.gov/violenceprevention

National Center of Continuing Education, Inc. (n.d.). *Domestic violence: Breaking the silence*. <https://www.nursece.com/courses/114-domestic-violence-breaking-the-silence>

National Coalition Against Domestic Violence. (n.d.). *Dynamics of abuse*. <https://ncadv.org/dynamics-of-abuse>

National Coalition Against Domestic Violence. (n.d.). *Statistics*. <https://ncadv.org/STATISTICS>

National Coalition Against Domestic Violence. (2018.). *Domestic violence* [Fact sheet]. https://www.speakcdn.com/assets/2497/domestic_violence2.pdf

National Coalition Against Domestic Violence. (2021). *What is domestic violence?* <https://www.thehotline.org/is-this-abuse/abuse-defined/>

National Conference of State Legislators. <https://www.ncsl.org/research/health/adverse-childhood-experiences-aces.aspx>

National Education Association. (2016). *Teaching children from poverty and trauma*. <https://www.nea.org/sites/default/files/2020-07/NEAPovertyTraumaHandbook.pdf>

NIJ [National Institute of Justice]. (2016a, September 21). *Children exposed to violence*. <https://nij.ojp.gov/topics/articles/children-exposed-violence>

NIJ. (2016b). *School crime and safety*. <https://nij.ojp.gov/topics/crime/school-crime-and-safety>

National Institute of Mental Health. (n.d.). *Suicide*. <https://www.nimh.nih.gov/health/statistics/suicide>

- National Mental Health Association. (2022). Fact sheet: Post-traumatic stress disorder.
<https://www.ssa.gov/disability/Documents/PTSD%20Fact%20Sheet.pdf>
- National Survey of Children's Health. (2018). *ACES brief update*. Annie Casey Foundation.
<https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>
- Newport Academy. (2022, May 12). *New research on LGBTQ teen suicide rates*.
<https://www.newportacademy.com/resources/mental-health/lgbt-suicide-rates/>
- O'Donnell, J., & Quarshie, M. (2019, January 31). The startling toll on children who witness domestic violence is just now being understood. *USA Today*.
<https://www.usatoday.com/story/news/health/2019/01/29/domestic-violence-research-children-abuse-mental-health-learning-aces/2227218002/>
- Office of Juvenile Justice and Delinquency Prevention. (n.d.). 2. Prosecute certain serious, violent, and chronic juvenile offenders in criminal court.
<https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/action/sec2.htm>
- Office of Juvenile Justice and Delinquency Prevention. (2022). Statistical briefing book: Offending by juveniles. <https://www.ojjdp.gov/ojstatbb/offenders/qa03401.asp>
- Office on Women's Health. (2021). Mental health: Abuse, trauma, and mental health.
<https://www.womenshealth.gov/mental-health/abuse-trauma-and-mental-health>
- Patchin, J. W. (2017). *Millions of students skip school each year because of bullying*. Cyberbullying Research Center. <https://cyberbullying.org/millions-students-skip-school-year-bullying>
- Pearl, R. (2013). Domestic violence: The secret killer that costs \$8.3 billion annually. *Forbes*.
<https://www.forbes.com/sites/robertpearl/2013/12/05/domestic-violence-the-secret-killer-that-costs-8-3-billion-annually/?sh=326e73d04681>
- Prevent Child Abuse America. (2020). *Adverse childhood experiences (ACEs) prevention*.
<https://preventchildabuse.org/what-we-do/aces/>
- Perrin, A. (2018). *5 facts about Americans and video games*. Pew Research Center.
<https://www.pewresearch.org/fact-tank/2018/09/17/5-facts-about-americans-and-video-games/>
- Perry, B. D. (1997). Incubated in terror: Neurodevelopmental factors in the cycle of violence. In J. Osofsky (Ed.), *Children, youth, and violence: The search for solutions* (pp. 124–148). Guilford Press.
- Perry, B. (2004). Maltreatment and the developing child: How early childhood experience shapes child and culture. *The Margaret McCain Lecture Series*.
https://www.gvsu.edu/cms4/asset/903124DF-BD7F-3286-FE3330AA44F994DE/maltreating_and_the_developing_child.pdf

- Perry, (2007). *Stress, trauma, and post-traumatic stress disorders in children*. The Child Trauma Academy. https://www.childtrauma.org/_files/ugd/aa51c7_60c617d2160b417d9ee0f80e5ca8eaac.pdf
- Perry, B. D. (2009, December). The neurodevelopmental impact of violence in childhood. In D. Schetky & E. Benedek (Eds.), *Textbook of child and adolescent forensic psychiatry* (pp. 221–238). American Psychiatric Press.
- Perry, B. (2014). *The cost of caring: Understanding and preventing secondary traumatic stress*. The ChildTrauma Academy. https://www.ovc.ojp.gov/sites/g/files/xyckuh226/files/media/document/sts_impact_on_child_advocates-508.pdf
- Perry, B. (2015). *Understanding the effects of maltreatment on brain development*. https://www.childwelfare.gov/pubpdfs/brain_development.pdf
- Perry, B. (2016, December 13). The brain science behind student trauma. *Education Week*. <https://www.edweek.org/ew/articles/2016/12/14/the-brain-science-behind-student-trauma.html>
- Perry, B., & The Trauma Academy. (2014). *Helping traumatized children*. https://www.childtrauma.org/_files/ugd/aa51c7_237459a7e16b4b7e9d2c4837c908eefe.pdf
- PrepareRespondRecover. (2000). *Recognizing stress in children*. Adapted by Dr. Karen DeBord. Material from the *Stress and Coping with Disaster* manual from University Extension in Columbia, Missouri. <https://www.preparerespondrecover.com/childrensneeds/>
- Pfaff, A., & Schlarb, A. (2022). Consequences of child maltreatment: A glimpse at stress and sleep. *Journal of Sleep Research*, 31(2), e13456. <https://doi.org/10.1111/jsr.13456>
- Puzzanchera, C. (2021, May). Juvenile justice statistics: National Report Series fact sheet: Juvenile arrests, 2019. U.S. Department of Justice, Office of Justice Programs. <https://ojjdp.ojp.gov/publications/juvenile-arrests-2019.pdf>
- Puzzanchera, C. (2022, August). Juvenile justice statistics: National Report Series fact sheet: Trends in youth arrests for violent crimes. U.S. Department of Justice, Office of Justice Programs. <https://ojjdp.ojp.gov/publications/trends-in-youth-arrests.pdf>
- RAINN. (n.d.). *Children and teens: Statistics*. <https://www.rainn.org/statistics/children-and-teens>
- Rapaport, L. (2020, January 20). *Parents think teens spend too much time playing video games*. Reuters. <https://www.reuters.com/article/us-health-teens-gaming/parents-think-teens-spend-too-much-time-playing-video-games-idUSKBN1ZJ25M>
- Reidy, D. (2003). *Psychopathy and violence: Effects of emotional detachment and antisocial behavior on laboratory aggression*. https://getd.libs.uga.edu/pdfs/reidy_dennis_e_200508_ms.pdf

- Rockland Community College. (2020). *Understanding the power and control perspective wheel*. <https://sunyrockland.edu/about/dei/domestic-violence/understanding-the-power-and-control-perspective-wheel/>
- Rousch, T. (2022, December 22). Homicide is a leading cause of death among children in U.S., study finds. *Forbes*. <https://www.forbes.com/sites/tylerroush/2022/12/19/homicide-is-a-leading-cause-of-death-among-children-in-us-study-finds/?sh=5c5e206f51f7>
- Ryan C., Huebner D., Diaz R., & Sanchez, J. (2009). Family rejection as a predictor of negative health outcomes in White and Latino LGB young adults. *Pediatrics*, 123, 346–352. <https://doi.org/10.1542/peds.2007-3524>
- Salahi, L. (2012, October 19). *Bullies nearly twice as likely to have mental health disorder*. ABC News. <https://abcnews.go.com/Health/Wellness/bullies-mental-health-disorder/story?id=17518230>
- Sachs, G. (2015). *Helping the traumatized child: A workbook for therapists*. Sachs Center.
- SafeSchools. (2018). *Online safety training courses*. https://www.safeschools.com/course_categories/
- Salmivalli, J., Laninga-Wijnen, L., & Malamut, N. (2021, Nov 24). *Bullying Prevention in Adolescence: Solutions and New Challenges from the Past Decade*. (2021 Nov 24) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9271952/>
- Sciaraffa, M., Zeanah, P., & Zeanah, C. (2018). Understanding and promoting resilience in the context of adverse childhood experiences. *Early Childhood Education Journal*, 46, 343–353. <https://doi.org/10.1007/s10643-017-0869-3>
- School Health Policies and Programs Study. (2016). *Results from the school health policies and practices study*. CDC. https://www.cdc.gov/healthyyouth/data/shpps/pdf/shpps-results_2016.pdf
- Shelter for Help in Emergency. (n.d.). *Cycle of violence*. <https://www.shelterforhelpinemergency.org/get-help/cycle-violence#:~:text=Therearethreephasesin,tendstoincreaseovertime>
- Shrivastava, A. K., Karia, S. B., Sonavane, S. S., & De Sousa, A. A. (2017). Child sexual abuse and the development of psychiatric disorders: A neurobiological trajectory of pathogenesis. *Indian Journal of Psychiatry*, 26(1), 4–12. https://doi.org/10.4103/ipj.ipj_38_15
- Silverman, A. B., Reinherz, H. Z., & Giaconia, R. M. (1996). The long-term sequelae of child and adolescent abuse: A longitudinal community study. *Child Abuse & Neglect*, 20(8), 709–723. [https://doi.org/10.1016/0145-2134\(96\)00059-2](https://doi.org/10.1016/0145-2134(96)00059-2)
- Smith, S. G., Basile, K. C., & Kresnow, M. (2022, April). *The National Intimate Partner and Sexual Violence Survey: 2016/2017 report on stalking — Updated release*. National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. <https://www.cdc.gov/violenceprevention/pdf/nisvs/nisvsstalkingreport.pdf>

- Smith, S. G., Fowler, K. A., & Niolon, P. H. (2014). Intimate partner homicide and corollary victims in 16 states: National Violent Death Reporting System, 2003–2009. *American Journal of Public Health, March*. <https://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2013.301582>
- Snyder, H. N., Espiritu, R. C., Huizinga, D., & Petechuk, D. (2003, March). Prevalence and development of child delinquency. *Child Delinquency Bulletin Series, 2003*. U.S. Department of Justice Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. www.ojp.gov/pdffiles1/ojjdp/193411.pdf
- Sorrels, B. (2015). *Reaching and teaching children exposed to trauma*. Gryphon House.
- Stop Violence Against Women. (n.d.). *Domestic violence: Explore the issue*. Minnesota Advocates for Human Rights. <http://hrlibrary.umn.edu/svaw/domestic/explore/6support.htm>
- Substance Abuse and Mental Health Services Administration [SAMHSA]. (2018). *Trauma-informed care resources guide*. <https://institute.crisisprevention.com/Refresh-Trauma-Informed-Care.html>
- Sun, J., Patel, F., Rose-Jacobs, R. Frank, D. A., Black, M. M., & Chilton, M. (2017). Mothers' adverse childhood experiences and their young children's development. *American Journal of Preventative Medicine, 53*(6), 882–891. <https://doi.org/10.1016/j.amepre.2017.07.015>
- Supin, J. (2016, November). The long shadow: Bruce Perry on the lingering effects of childhood trauma. *The Sun, 4*–13. <https://thesunmagazine.org/issues/491/the-long-shadow>
- Thompson, M., & Marusak, H. (2017, February 7). Toward understanding the impact of trauma on the early developing human brain. *Neuroscience, 342*, 55–67. <https://doi.org/10.1016/j.neuroscience.2016.02.022>
- Tippitt, A. (2008). *Edu-Lution*. Dog Ear.
- Trauma and Learning Policy and Learning Initiative. (2005). *Helping traumatized children learn: S Report and Policy Agenda*. <https://traumasensitiveschools.org/wp-content/uploads/2013/06/Helping-Traumatized-Children-Learn.pdf>
- Trauma and Learning Policy and Learning Initiative. (2013). *Helping traumatized children learn: Creating and advocating for trauma-sensitive schools*. <https://traumasensitiveschools.org/tlpi-publications/download-a-free-copy-of-a-guide-to-creating-trauma-sensitive-schools/>
- Trevillion, K., Oram, S., Feder, G., & Howard, L. M. (2012). Experiences of domestic violence and mental disorders: A systematic review and meta-analysis. *PLOS One, 7*, e51740.
- United Way. (2022, October 26). *Childhood poverty in the United States*. <https://unitedwaynca.org/blog/child-poverty-in-america/#:~:text=AccordingtotheNationalCenter,belowthefederalpovertyline>
- U.S. Department of Agriculture: Safety, Health, and Employee Welfare Division. (n.d.). *Domestic violence awareness handbook*. <http://www.dm.usda.gov/shmd/handbook.htm>

- U.S. Department of Health and Human Services. (n.d.). *School administrators: Steps to prevent bullying in your school*. <https://www.glsen.org/activity/school-administrators-steps-address-bullying-your-school#:~:text=Receive%20and%20listen%20receptively%20to,action%20when%20bullying%20is%20observed>.
- U.S. Department of Justice. (2022, August 23). *Youth arrests for violent crime in 2020 drop to new low*. [Press release]. <https://www.ojp.gov/news/news-release/youth-arrests-violent-crime-2020-drop-new-low>
- U.S. Department of Veterans Affairs, National Center for PTSD. (2016). *Common reactions to trauma*. https://www.ptsd.va.gov/understand/isitpsd/common_reactions.asp
- Vlasova, H. (2020, November 21). *Bullying statistics: Breakdown by the facts and figures*. Admissionsly. <https://admissionsly.com/bullying-statistics/>
- Walker, L. (1979). *The battered woman*. Harper & Row.
- Washington State Department of Children, Youth & Families. *Strengthening Families Washington*. <https://www.dcyf.wa.gov/services/child-development-supports/sfwa>
- Wasserman, G. A., Keenan, K., Tremblay, R. E., Coie, J. D., Herrenkohl, T. I., Loeber, R., & Petechuk, D. (2003, March). Risk and protective factors of child delinquency. *Child Delinquency Bulletin Series, April 2003*. U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. <https://www.ojp.gov/pdffiles1/ojjdp/193409.pdf>
- Whitney, D. C., & Wartella, E. (2015). Violence and media. In J. D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences*. Elsevier.
- Wordes, M., & Nunez, M. (2002, May). *Our vulnerable teenagers*. National Council on Crime and Delinquency & The National Center for Victims of Crime. https://victimsofcrime.org/doc/teen_victim_report.pdf
- World Health Organization. (2013). *Global and regional estimates of violence against women*. http://apps.who.int/iris/bitstream/handle/10665/85239/9789241564625_eng.pdf;jsessionid=6DF1D5F8DBE83E6AD95C81402174D719?sequence=1
- World Population Review. (2023). *School shootings by country 2023*. <https://worldpopulationreview.com/country-rankings/school-shootings-by-country>
- YWCA Annapolis and Anne Arundel County. (2018, October). *An in-depth look at domestic violence in Anne Arundel County*. <https://www.aacounty.org/boards-and-commissions/partnership-for-children-youth-families/forms-and-publications/2018-needs-assesment-domestic-violence.pdf>

Additional Publishers and Social Skills Curriculum Programs

Bureau for At-Risk Youth

Variety of drug prevention, bullying and violence prevention, social skills, character ed., conflict resolution, etc. resources

The Guidance Group 1-800-99-YOUTH. <https://www.at-risk.com/>

Character Counts (K–8) (character education)

<http://charactercounts.org>

Committee for Children

Second Step (PreK–K, Grades 1–3, Grades 4–6, & Grades 7–8)

(conflict resolution, problem solving, feelings, & impulse control)

<https://www.secondstep.org/>

Talking About Touching (personal safety) Toll Free: 1-800-634-4449

<https://www.cfchildren.org/wp-content/uploads/resources/previous-programs/talking-about-touching/tatPreKTeachers.pdf>

Community Intervention Inc.: Tools To Help Youth

Working It Out at Madison High (13 videos for HS violence prevention)

In Search of Character (6th–12th)

1-800-328-0417 <https://www.at-risk.com/>

Discovery Education (digital textbooks)

Get Real About Violence (K–1st, 2–4, & 6–8) (violence prevention)

1-800-323-9084 www.discoveryeducation.com

Educational Media Corp

Prevent Violence With Groark (5 violence prevention videos: 1st–3rd grades)

<https://www.amazon.com/PREVENT-VIOLENCE-GROARK-Grades-Tapes/dp/B06XBNLL87>

Ready To Use Social Skills & Activities (PK–K, 1–3, 4–6, 7–12)

<https://www.amazon.com/Ready-Social-Skills-Lessons-Activities/dp/087628473X>

The Power of Choice (12 videos for teens)

<https://www.livewiremedia.com/product-category/high-school/character-education-high-school/>

In Search of Character (10 videos for Jr. High & High School)

<https://www.livewiremedia.com/pro> <https://www.livewiremedia.com/product/you-can-choose-video-series/> [duct/in-search-of-character/](https://www.livewiremedia.com/product/in-search-of-character/)

You Can Choose (10 videos for K–5)

<https://www.livewiremedia.com/product/you-can-choose-video-series/>

Big Changes, Big Choices (12 videos for 5th–9th grades)

1-800-966-3382

James Stanfield Pub. Corp. (specialists in special education)

Be Cool (K–12) 6 levels

1-800-421-6534 <https://stanfield.com/product/conflict-resolution/>

Sopris West/Cambium Learning

Assist Program (Grades 1–3 & 4–6) (friendship skills, anger, etc.)

Stop and Think Social Skills Program (PK–8)

Tough Choices & Right Choices (Grades 5–12)

Bully Proofing series (PK–12)

RIDE (Responding to Individual Differences in Education) (PK–8)

Phone: 1-303-651-2829/1-800-547-6747

Young People's Press

Building Character

Toll Free: 1-800-231-9774 www.youngpeoplespress.com

Resources for Parenting Classes

How to Listen So Kids Will Talk & Talk So Kids Will Listen

By Adele Faber & Elaine Mazlish

Simon & Schuster Pub.

Love & Logic

Toll Free: 1-800-338-4065 www.loveandlogic.com

Active Parenting Publishers

Toll Free: 1-800-825-0060 <https://activeparenting.com/>

Parenting Difficult Adolescents or Guidance Club for Parents of Teens

Bureau for At-Risk Youth

Toll Free: 1-800-99-YOUTH

Systematic Training for Effective Parenting (STEP)

AGS

Toll Free: 1-800-720-1286 <https://www.steppublishers.com/>

Resources on Domestic Violence

Center for the Study of Prevention of Violence

<https://cspv.colorado.edu>

DomesticShelters.org

<https://www.domesticshelters.org/>

National Coalition Against Domestic Violence

“The Problem” and “Getting Help”

www.ncadv.org

National Domestic Violence Hotline 1-800-799-SAFE (7233)

www.thehotline.org

National Network to End Domestic Violence

<http://nnedv.org>

National Resource Center on Domestic Violence

<https://www.nrcdv.org/>

Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization's web home page.

10/27/23 jn



COURSE SYLLABUS ADDENDUM

Important - Please Read - Do Not Discard

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the GRADE IS FINAL.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letter grades will be assigned as follows:	90% to 100%	A
	80% to 89%	B
	70% to 79%	C
	69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

Course Completion Instructions

- Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.**
- Course Evaluation:** Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.

- **Print Certificate:** You can print a copy of your course certificate for your records.

Accessing your NDSU Transcript:

After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance.

Instructions are found at this link: [Transcript Instructions | Continued Learning | NDSU](#)

Drops & Refunds:

Once learners have received the course materials, they are no longer eligible for a refund. Appeals will be considered on a case-by-case basis.

Questions or Concerns:

Please direct any questions or concerns regarding this class to ndsudce@ndsudce.edu. Please include the title of the course in your correspondence.